DOCUMENT RESUME

ED 328 290 IR 053 452

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TITLE Use of Information Referenced Testing To Monitor Policy Information Attenuation in a Large Urban District.
PUB DATE Mar 90
NOTE 35p.; Paper presented at the International Conference on Technology and Education (7th, Brussels, Belgium, March 20-22, 1990). Computer print-out page at the end of the document may not reproduce well.
PUB TYPE Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Effectiveness; *Decision Making Skills; Educational Needs; Educational Objectives; *Educational Policy; Elementary Secondary Education; *Evaluative Thinking; *Information Needs; Misconceptions; *Policy Formation; Questionnaires; School Districts; Surveys; Urban Schools; User Satisfaction (Information)

ABSTRACT

Misinformation at the point of implementation for educational policy is a serious problem with legal as well as financial implications. As is apparent in public education when central authority for policy making increases due to shifts in power and control, and local decision making decreases, as in public education, local districts and individual school administrators are most vulnerable to information attenuation (loss) and distortions (misinformation). This study examines the information attenuation in a large urban school district between school board policies, implementation procedures, and the school administrators' information base. Using Information Referenced Testing (IRT) procedures, this study quantitatively examines the attenuation and distortions in school board policies and implementation procedures and designs appropriate staff development interventions to address the problem. A copy of the questionnaire and computer printouts of data analyses are appended. (8 references) (Author/MAB)

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Use of Information Referenced Testing to Monitor Policy Information Attenuation in a Large Urban District*

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IR 053462

*Paper presented at the Seventh International Conference on Technology and Education, March 20-22, 1990, Brussels, Belgium.

USE OF INFORMATION REFERENCED TESTING TO MONITOR POLICY INFORMATION ATTENUATION IN A LARGE URBAN DISTRICT

ABSTRACT

Misinformation at the point of implementation for educational policy is a serious problem with legal as well as financial implications. As central authority for policy making increases due to shifts in power and control, and local decision making decreases, as in public education, local districts and individual school administrators are most vulnerable to information attenuation (loss) and distortions (misinformation). This study examines the information attenuation in a large urban school district between school board policies and implementation procedures and school administrators information base. Using Information Referenced Testing (IRT) procedure, this study quantitatively examines the attenuation and distortions in school board policies and implementation procedures and designs appropriate staff development interventions to address the problem.

Each year hundreds of changes in the state education code are made by the state legislature. Reform efforts such as SB813 have caused additional modifications in school district policies and procedures. Constitutional amendments such as Proposition 98 and other measures stressing local school accountability have caused further changes in district policies and procedures. Due to the myriad of legislative and constitutional changes enacted during the current decade the half-life of information related to educational policies and procedures has grown extremely short while at the same time greater accountability is expected of principals and local schools to adhere to current policies and procedures.

In recent years, our nation's schools have suffered a serious loss of public confidence. The public's support dwindled as a steady stream of stories emerged about administrative neglect, law suits for malpractice and negligence, poor contract administration, abuse of student rights, violence and academic decline. A panel of educational leaders and later commissions delivered the final blow when they concluded that our schools had deteriorated to such an extent that our nation was deemed to be at risk.

Into this arena the school principal has been placed by those who have studied "effective" schools. Researchers have hypothesized that an effective school has an effective principal. Edmonds (1979) states:

> One of the most tangible and indispensable characteristics of effective schools is strong administrative leadership, without which the disparate elements of good schooling can neither be brought together or kept together.

Others such as Newsburg and Glatthorn (1983) conclude that the majority of time spent by principals is not spent on instructional matters. Principals are being held accountable for local school governance and student achievement and are being removed from schools where they are not successful in properly implementing state and local policies and procedures. The issue of lack of success is of greater concern than if the role of the principal is one of instructional leader, group facilitator or manager.

Possibly in light of the short half-life of information regarding educational policies and procedures, a new working definition of "effective" should be explored. Effective could be synonymous with informed, informed with confidence in correct information. This is crucial to the process of legitimate decision making. The absence of informed decision making impedes effective

school functioning, retards improvement and alienates staff, students and the community. The use of an informed information base is critical for school administrators to establish decision making processes which will enable teachers to feel more of the empowerment and efficacy that reformers are seeking. We must improve the ability of school administrators to function with an effective information base.

Many psychologists agree that the most fundamental basis for human behavior is perception and the perspective that perception brings to our actions. Our information and how we process it is generally the way our perceptions are formed. Studies conducted by Witkin and Goodenough (1981) suggest that perception and subsequent process becomes the guide for individual behavior. If the information base is flawed or incomplete, perceptions become flawed and then subsequent actions flawed.

When decisions are viewed as legitimate, people feel appropriately involved and therefore can accept decisions, even those that are contrary to their personal views. Conversely, Saphier and King (1985) have found that a when a school or district has low morale or poor cohesiveness, decisions are usually made using faulty information bases. This inadequacy could be at the root of the school's problems and needs to be addressed before one can expect commitment to school goals, collegiality among staff, or strength in any other norm of healthy school culture.

It would appear then the degree to which school administrators are informed is directly related to the degree to which the district policy or procedure (signal) is delivered by the district is understood (received) by the school administrator and then acted upon or implemented. This is carried on one step further when the principal receives the signal and then is delegated the responsibility to retransmit it to assistant principals and deans. It is assumed by most evaluations that the signal is always perfect and the reception of the signal is always imperfect. With respect to school district policy, it most always is delivered in the form of a bulletin from the central office to the principal. In the constantly changing arena of school district policy and procedures, there is a strong need to periodically update principal information confidence and correctness levels. Sometimes school administrators, who tend to be primarily verbal (Morris 1984), have great difficulty in interpreting printed matter due to a general lack of information in the particular field. Many times school administrators are "certain" of information which is found to be out-dated,

incorrect or modified (misinformation). Staff development programs are needed in districts to assist school administrators who might be "behind", "out of date", or uncertain of current policy information. Since school administrators draw on their information and the confidence they have in that information in the daily governance of schools, it is imperative that distortions between signal (policy) and reception (correctness and confidence) be held at a minimum.

The design of a staff development program in a school district setting would entail the use of an assessment procedure to "audit" the information base of school administrators, then produce an information needs profile, that can be precisely addressed with staff development programs. The goal of such a staff development program would be to "purge" misinformation and to develop school administrators in those areas where they lack information in the most professional non-threatening manner.

A recently developed procedure, information referenced testing, provides both an individual education plan (IEP) for each participant and a group profile of information which may be utilized by school district staff for staff development purposes (Bruno 1988).

The purpose of this study is to examine the appropriateness of the information referenced testing (IRT) procedure for staff development for administrators in a school district. Specifically this study examines the district policy and procedures information base of school administrators in order to generate an "audit" of the their information base and develop a group profile for staff development purposes. The study will also provide a cursory examination of the effects of such a staff development program if the administrators were audited on the same material one year later and then audited two years later to examine retention.

An information audit of school administrators requires a new type of test scoring procedure that can accurately assess misinformation (confidence and wrong) from lack of information (no knowledge) from partial information. Information referenced testing is an optically scannable procedure that makes it possible to assess misinformed, partially informed, and uninformed responses (Bruno 1988). Using the IRT procedure, administrative staff developers are presented with information concerning those concept areas where school administrators might be uninformed, misinformed or partially informed. In this study an information audit was conducted using a thirty item multiple choice policy and procedures assessment instrument developed by the author (see

Appendix A). Items found in this assessment instrument related to major policy changes and procedural practices which had changed over the last five years. Cross references to California Education Code, district policy, and district administrative support materials were provided to the administrators.

The initial application of the administrative information audit was administered to a sample of 21 elementary principals and 36 secondary principals, assistant principals and deans in a large urban school district. The purpose of the audit was to effectively and efficiently design a staff development program which would meet the actual "information needs" of these administrators.

Appendix B depicts the results of the preliminary audit for both the elementary and secondary administrators. It is noteworthy to examine the percent uniformed and the range of percent of confidence in the correct information by both groups of administrators. These results may be summarized as follows:

Group	% Uniformed	Range	Range of % Confidence
Elementary	6%	0 - 13%	28 - 100%
Secondary	9%	0 - 17%	16 - 81%

The results indicated that there were areas of information which were not known by both groups of administrators as well as a lack of confidence in the correct information they possessed.

Appendix C presents some of the items, the number and the distribution of administrators who lacked information (uninformed) or were confident in wrong information (misinformation). Elementary administrators had a high frequency of lack of information in areas of parent concerns, student evaluation and student rights. Secondary administrators had high frequency of lack of information in these general areas as well. Both groups demonstrated high levels of misinformation (confidence in wrong information) in student rights and instructional planning. The secondary administrators had the higher frequency of misinformation.

The items of highest frequency of uninformed or misinformed responses are listed in rank order on the IRT Information Profile in Appendix D. The areas where misinformation was demonstrated were high potential legal and financial liability areas if misinformation were not purged.

The administrators were grouped for staff development by information need using the Information

Referenced Testing Student Concept Misinformation Profile depicted in Appendix E.

The goal of staff development was for school administrators to increase their professional information base with informed knowledge while purging misinformation to enhance their professional performance. The specific conditions of their performance can be divided into two categories: 1) those in which the circumstances of performance demand the utilization of skills and 2) those in which the skills are brought into play as a consequence of a judgment made by the performer. Most district procedural bulletins include directions about when to bring to bear a cluster of relevant skills. A shifting and changing scene of events is reduced as much as possible when cues appear in the environment. General principles are formulated and taught so as to achieve the skills.

In the phases of work where competence is derived from one's judgement-controlled repertoire, the elective use of a skill depends on what could be termed by Joyce and Showers (1986) as "executive control". Executive control consists of understanding the purpose and rationale of the skill and knowing how to adapt it, apply it or modify it to fit the situation.

Staff development sessions were planned using techniques described by Joyce and Showers (1986). It was hypothesized that in order for staff development to be effective five general principles needed to be utilized: 1) what the administrator thinks about administrative practices determines what the administrator does when administering; 2)administrators are likely to keep and use new information and concepts if they receive coaching; 3)a basic level of knowledge or skill in a new area is necessary before one can "buy in" to it; 4) individual administrative styles and value orientations do not affect administrators abilities to learn from staff development; and 5) staff development is an excellent vehicle to build social cohesion.

Using these five principles a year long staff development program was conducted by district senior staff and outside consultants. The use of the information audit for guiding professional staff development was intended to help administrators both examine the accuracy and confidence of their information base. It also presents an opportunity for administrators purging their misinformation and to fill any gaps in their knowledge base. A variety of staff development techniques were used to increase the correctness and confidence of information for each administrator.

The identification of misinformation in professional staff development is particularly important

since it implies the need for an educational program that helps administrators construct new perceptions of administrative policy rather than merely add new information to existing orientations and misconceptions.

A post test was conducted a year later for all administrative staff still employed by the district. The results for elementary and secondary administrators may be found in Appendix F. The pre and post test data is summarized below:

	% Informed	%Misinformed	%Uninformed
Elementary Pre	77%	9%	6%
Elementary Post	97%	2%	0%
Secondary Pre	65%	22%	9%
Secondary Post	94%	2%	0%

The preliminary data suggests that the staff development content and process guided by an information referenced audit of administrative policy information was successful in identifying common areas of misinformation and lack of information and then purging the misinformation and filling in the gaps of lack of information.

The advantages of using an Information Referenced Testing format over a conventional right-wrong multiple choice format for the audit lie in its sensitivity to lack of information (I don't know - uninformed), partial information and misinformation (sure but wrong).

The information audit in professional staff development can be used as an effective method for insuring that school district administrators have high levels of reliable (accurate and confident) information in their professional information base. Research is continuing on which specific techniques were most successful for specific information and content needs. Subsequent research will then be directed towards examining how administrative policy information is translated into actual school behavior, decision making and practice.

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APPENDIX A.

Educational Information Survey

1. If a student is intoxicated or has alcoholic beverages in his possession, the administrator should

   A. contact the police or sheriff immediately
   B. confiscate the intoxicant and contact the student's parents
   C. consider immediate suspension or expulsion

2. Who has the authority to conduct a search of a student's person and areas over which he/she has control?

   A. teacher
   B. only an administrator or designee
   C. school nurse

3. Corporal punishment

   A. may be administered with written parent approval
   B. may be executed by the parent and witnessed by a school administrator
   C. has been abolished in any form within the district

4. Prior to releasing a pupil to a police officer, the school administrator should

   A. make every possible effort to obtain parent's consent
   B. contact his/her immediate supervisor
   C. demand a written warrant from the police officer

5. If a student is referred by a teacher for refusing to salute the flag, the teacher should be informed that

   A. a parent conference is needed
   B. the First Admendment protects his/her non-action
   C. counsel the student

6. When a teacher suspends a student from class, the administrator should

   A. inform the teacher that only the principal can suspend
   B. counsel the teacher
   C. call for a parent conference

7. In the event of picketing at a school site, the first responsibility of the administrator is

   A. to ascertain the nature of the grievance
   B. to advise his/her immediate supervisor
   C. to sustain normal school operations

8. Section 48205, California Education Code, provides for a student absent from school for justifiable reasons be allowed to complete all assignments at full credit subject to

   A. approval by the classroom teacher
   B. completion and return of the missed work within five school days
   C. approval by the principal upon written parent request

9. Before an identified handicapped student may be suspended, the principal must

   A. determine if the student willfully caused injury to another student
   B. conduct an IEP
   C. determine if the student's behavior is not a manifestation of his/her handicapped condition

10. If a subpoena is served on a student at the school

   A. the student will accept the subpoena if he is over 16
   B. parents of the student must be notified to come to accept the subpoena
   C. the school administrator should accept the subpoena

11. A law enforcement officer, in the performance of duty, is permitted to enter school and arrest or question a student

   A. at any time the student is in school
   B. only if the school administrator is present at the time of questioning or arrest
   C. with parental consent

12. Certificated employees may be disciplined for cause. Such discipline may include Notice of Unsatisfactory Service or Act and/or suspension from duties without pay for up to

   A. 5 working days
   B. 10 working days
   C. 15 working days

13. Probationary and Temporary Certificated Employees shall be evaluated at least

   A. once each academic year
   B. each semester
   C. at least every two years

14. The law requires that when child abuse is suspected

   A. a telephone call be made to parents immediately for a conference
   B. immediate telephone call to a child protective agency and a written report to be completed and sent to the same agency within 36 hours
   C. disrobe the child and thoroughly examine all manifestations of abuse

15. When necessary and for reasonable cause, the only person/agency which may remove a minor from the school site for protective custody is

   A. Department of Children's Services
   B. Department of Public Social Services
   C. County Health Department

16. No pupil shall be given medication during school hours except

    A. upon written request by the parent and under the supervision of the principal's designee
    B. if the child brings the medication to the school nurse
    C. if the child's teacher feels it will help the child during school hours

17. A seventeen year old high school student requests a copy of his/her school records

    A. He/she must have a letter from his/her parents because he/she is not eighteen years old
    B. He/she may review his/her records but may not have a copy
    C. He/she must be provided with a copy of his/her records

18. A wind storm has caused a power outage at the school. It is very cold, and the heat will not go on. Who has the authority to close the school?

    A. the principal
    B. the immediate supervisor of the principal who is not the superintendent
    C. the superintendent

19. If a parent challenges a grade to the school district governing board, who has the authority to change the grade unless fraud, incompetence or mental illness can be proven?

    A. the principal
    B. the president of the governing board
    C. the teacher

20. When can a mentor teacher be used to assist in the evaluation of a classroom teacher?

    A. when the teacher agrees
    B. when the principal indicates this intention in writing at the beginning of the year
    C. under no circumstances

21. School district programs are typically evaluated once each year with test results that compare students with a sample group. These tests are

    A. norm referenced tests
    B. criterion referenced tests
    C. information referenced tests

22. Tests that measure a child's academic achievement in reference to a fixed standard is called a

    A. criterion referenced test
    B. norm referenced test
    C. aptitude test

23. Concerning public education, parents most often complain about

    A. lack of student discipline
    B. academic performance of students
    C. drug use of students

24. The formative evaluation process

A. consists of a set of diagnostic prescriptive procedures
B. is a summative evaluation of the instructional program
C. is used to determine letter grade for report cards

25. Application of measurement teachniques for classroom use is focused mainly on two types:

A. formative and summative evaluation
B. norm referenced and criterion referenced instruments
C. evaluation of teaching techniques and of student learning proficiency

26. What is the essence of cooperative learning?

A. group accountability
B. positive interdependence
C. group conflict resolution

27. IQ is intended to measure a student's

A. innate ability
B. previously acquired knowledge
C. creativity

28. "The learner will develop an understanding of the Civil War" would probably be described as

A. a behavioral objective
B. an instructional goal
C. an instructional purpose

29. Verbs such as assemble, construct, or sketch in stating an instructional objective would most likely indicate that you are working in the

A. cognitive domain
B. affective domain
C. psychomotor domain

30. During an integrated art and math period, Mrs. Renior planned to teach her fifth grade students how to draw in perspective. She provided a sample picture and explained the concepts of vanishing point, horizon line, and convergence of all lines to the vanishing point. She provided every student with a sheet of drawing paper and taught the lesson step by step on the chalkboard.

Of the learning principles listed below, which best ensures that her students assimilate the concepts and skills presented?

A. appropriate practice
B. perceived purpose and motivation
C. knowledge of results

Background Information

31. Level

A. elementary school
B. middle school
C. high school

32. Position

A. principal
B. assistant principal
C. dean

33. Gender

A. Male
B. Female

34. Years of service in this position

A. 0-2
B. 3-5
C. 6-10
D. 11-15
E. 16-20
F. More than 20

35. Total Years of administrative service

A. 0-2
B. 3-5
C. 6-10
D. 11-15
E. 16-20
F. More than 20

As you examine each area below, consider how critical is the correctness of your knowledge in each area as it relates to the performance of your present administrative duties. Select the response which most nearly identifies your feelings regarding the criticality of correctness of knowledge in each area.

A. Very Critical B. Moderately Critical C. Slightly Critical D. Not Critical

36. Child Abuse
37. Student rights/due process
38. Student suspension/corporal punishment
39. Governmental relations
40. Contract administration
41. Instructional planning/strategies
42. Emergency procedures
43. Student health/welfare
44. Student evaluation/assessment
45. Public opinion surveys

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SUMMATIVE EVALUATION OF EXAMINEES FOR THIS SKILL AREA
PRE POLICY INFORMATION PROFILE FOR ADMIN

(SORTED BY MCW-APM SCORE)

4 Group analysis
Pre Post
Elem-Sec

Mastery
Post Post test
MDA
MDB

	IRT ANALYSIS %MCW	%INF	%UNIF	%CONFID	ASSESSMENT FOR CLASS(IRT INF STATES)		EC	SC
EP S	1.00	1.00	0.0	1.00	FULLY INFORMED-ADVANCE TO NEXT L	A+	1.	1.
	IIIIIIIIIIIIIIIIIIIIIIIIIIIIII							
EP T	1.00	1.00	0.0	0.99	FULLY INFORMED-ADVANCE TO NEXT L	A	1.	1.
	IIIIIIIIIIIIIIIIIIIIIIIIIIWIIII							
EP R	0.99	1.00	0.03	0.98	FULLY INFORMED-ADVANCE TO NEXT L	A	1.	1.
	IIIIIIIIIIIIIUIIIIIIIIIIIIIIII							
EP Q	0.98	1.00	0.07	0.95	FULLY INFORMED-ADVANCE TO NEXT L	A	1.	1.
	IIIIUIIIIIIIIIWIIIIIIIIIIIIIIU							
EP I	0.96	1.00	0.13	0.88	FULLY INFORMED-ADVANCE TO NEXT L	A	1.	1.
	IIIIUUUIIIIIIIIIIIIIUMPIIIIII							
EP U	0.96	0.97	0.03	0.87	FULLY INFORMED-ADVANCE TO NEXT L	A	1.	1.
	IIIIIIIIUMIIIIIIIIIIIIIIIIIII							
EP G	0.94	0.96	0.03	0.81	FULLY INFORMED-ADVANCE TO NEXT L	A	1.	1.
	IIIIIIIIIIUIWIIIPPMIIIIPIIIII							
EP H	0.92	0.92	0.03	0.73	NEAR INFORMED-SOME REVIEW NEEDED	B	1.	1.
	IIMUMIIIIIIIPIIIWMIIIIIIIIII							
EP M	0.90	0.92	0.07	0.68	NEAR INFORMED-SOME REVIEW NEEDED	B	1.	1.
	IIIPPIIPIIUIIIIMMIIIUIIIIIII							
EP L	0.90	0.92	0.10	0.67	NEAR INFORMED-SOME REVIEW NEEDED	B	1.	1.
	IIIIMUMIIIIIPMIIIIIIUUIIIIII							
EP P	0.90	0.92	0.07	0.66	NEAR INFORMED-SOME REVIEW NEEDED	B	1.	1.
	IIIIIIIIIMIIIPUMNIIIUIWIIMII							
EP N	0.89	0.91	0.10	0.65	NEAR INFORMED-SOME REVIEW NEEDED	B	1.	1.
	IIUINMIIWIIIIIIIIWIIIUIMIUIII							
EP F	0.89	0.89	0.0	0.64	NEAR INFORMED-SOME REVIEW NEEDED	B	1.	1.
	IIPIIMMIIIIIIMPIIIIIIIIIIIIII							
EP D	0.88	0.88	0.03	0.61	NEAR INFORMED-SOME REVIEW NEEDED	B	1.	1.
	IUWIMIIMIIPIIIIIIWMIIIMIIIII							
EP J	0.87	0.88	0.07	0.58	NEAR INFORMED-SOME REVIEW NEEDED	B	1.	1.
	IIIIPUIWIIIIIIIIMMIIIIIMIPIIU							
EP A	0.86	0.86	0.07	0.53	PART INFORM-REVIEW AND INSTRUCTI	C+	1.	1.
	IIIMPAIMIIIPIUUIIIPWIIWIIIIPI							
EP K	0.82	0.81	0.03	0.42	PART INFORM-REVIEW AND INSTRUCTI	C+	1.	1.
	IIWIUMIIPIIMMIMIIIIMIIIIIIIII							
EP O	0.80	0.79	0.10	0.38	PART INFORM-REVIEW AND INSTRUCTI	C+	1.	1.
	IIUMMIWMAIIIIIMUIPMIIIIUIIIII							
EP C	0.78	0.77	0.07	0.33	PART INFORM-REVIEW AND INSTRUCTI	C+	1.	1.
	MIIIIIIIMIPMUIMWIIIUMIIMIIIII							
EP B	0.76	0.75	0.07	0.31	PART INFORM-REVIEW AND INSTRUCTI	C	1.	1.
	IIIUMINPAIIIPPPIIIMIIUMAIIIII							
EP E	0.74	0.72	0.07	0.28	UNINFORMED-INSTRUCTION NEEDED	C-	1.	1.
	IIMIMIIMIIPUIIMIMWPIIMIUMIIII							

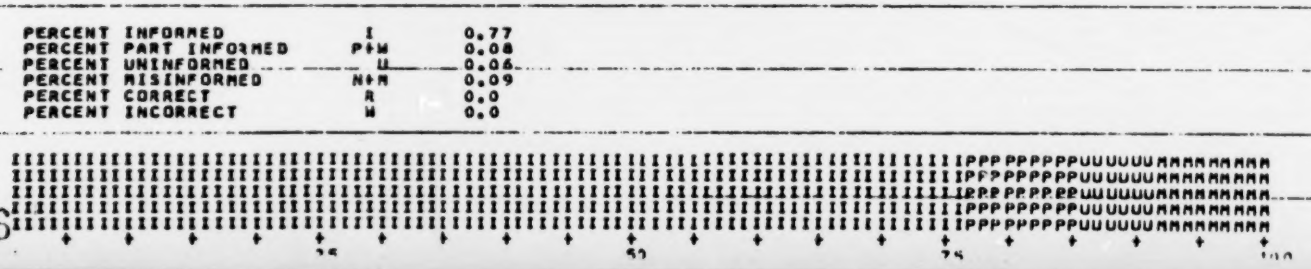
15

APPENDIX D.
ELEMENTARY

IRT COGNITIVE MAP

PERCENT OF TEST ITEMS AT EACH INFORMATION STATE (I-P-U-M)

PERCENT INFORMED	I	0.77
PERCENT PART INFORMED	P+M	0.08
PERCENT UNINFORMED	U	0.06
PERCENT MISINFORMED	N+M	0.09
PERCENT CORRECT	R	0.0
PERCENT INCORRECT	W	0.0


IIIIIIIIIIIIIIIIIIII

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SUMMATIVE EVALUATION OF EXAMINEES FOR THIS SKILL AREA
PRE POLICY INFORMATION PROFILE FOR ADMIN

(SORTED BY MCA-APM SCORE)

		IRT ANALYSIS %MCW	%INF	%UNIF	%CONFID	ASSESSMENT FOR CLASS(IRT INF STATES)	EC	SC
MP	C	0.94	0.96	0.07	0.81	FULLY INFORMED-ADVANCE TO NEXT L A	1.	2.
MP	D	0.93	0.96	0.13	0.77	FULLY INFORMED-ADVANCE TO NEXT L A	1.	2.
MA	H	0.92	0.93	0.07	0.73	NEAR INFORMED-SOME REVIEW NEEDED B	1.	2.
MP	A	0.90	0.92	0.07	0.68	NEAR INFORMED-SOME REVIEW NEEDED B	1.	2.
MA	G	0.90	0.92	0.10	0.67	NEAR INFORMED-SOME REVIEW NEEDED B	1.	2.
MD	G	0.88	0.89	0.07	0.62	NEAR INFORMED-SOME REVIEW NEEDED B	1.	2.
MP	B	0.88	0.89	0.10	0.60	NEAR INFORMED-SOME REVIEW NEEDED B	1.	2.
MA	C	0.87	0.88	0.10	0.58	NEAR INFORMED-SOME REVIEW NEEDED B	1.	2.
MP	A	0.87	0.88	0.03	0.58	NEAR INFORMED-SOME REVIEW NEEDED B	1.	2.
MA	F	0.86	0.86	0.03	0.54	PART INFORM-REVIEW AND INSTRUCTI C+	1.	2.
MP	B	0.85	0.86	0.17	0.50	PART INFORM-REVIEW AND INSTRUCTI C+	1.	2.
MD	E	0.84	0.85	0.13	0.47	PART INFORM-REVIEW AND INSTRUCTI C+	1.	2.
MP	E	0.83	0.84	0.10	0.47	PART INFORM-REVIEW AND INSTRUCTI C+	1.	2.
MD	F	0.83	0.83	0.0	0.45	PART INFORM-REVIEW AND INSTRUCTI C+	1.	2.
MD	B	0.83	0.83	0.03	0.44	PART INFORM-REVIEW AND INSTRUCTI C+	1.	2.
MA	D	0.81	0.81	0.07	0.40	PART INFORM-REVIEW AND INSTRUCTI C+	1.	2.
MD	C	0.81	0.80	0.10	0.39	PART INFORM-REVIEW AND INSTRUCTI C+	1.	2.
MA	E	0.78	0.78	0.07	0.34	PART INFORM-REVIEW AND INSTRUCTI C+	1.	2.
MD	E	0.78	0.78	0.07	0.34	PART INFORM-REVIEW AND INSTRUCTI C+	1.	2.
MA	A	0.78	0.77	0.03	0.34	PART INFORM-REVIEW AND INSTRUCTI C+	1.	2.
MD	D	0.76	0.76	0.13	0.31	PART INFORM-REVIEW AND INSTRUCTI C	1.	2.
MP	F	0.76	0.75	0.17	0.30	UNINFORMED-INSTRUCTION NEEDED C-	1.	2.
MD	D	0.75	0.74	0.07	0.29	UNINFORMED-INSTRUCTION NEEDED C-	1.	2.
MD	C	0.72	0.70	0.17	0.26	UNINFORMED-INSTRUCTION NEEDED C-	1.	2.
MD	A	0.70	0.67	0.10	0.25	UNINFORMED-INSTRUCTION NEEDED C-	1.	2.
MD	G	0.69	0.69	0.03	0.25	UNINFORMED-INSTRUCTION NEEDED C-	1.	2.
MD	B	0.68	0.67	0.03	0.25	PART MISINFORMED-SOME REEDUCATIO D	1.	2.
MD	F	0.68	0.67	0.07	0.24	PART MISINFORMED-SOME REEDUCATIO D	1.	2.
MP	C	0.66	0.64	0.13	0.24	PART MISINFORMED-SOME REEDUCATIO D	1.	2.
MA	C	0.63	0.58	0.13	0.23	PART MISINFORMED-SOME REEDUCATIO D	1.	2.
MD	H	0.63	0.58	0.13	0.23	PART MISINFORMED-SOME REEDUCATIO D	1.	2.
MD	A	0.59	0.52	0.13	0.21	PART MISINFORMED-SOME REEDUCATIO D	1.	2.
MA	B	0.57	0.50	0.07	0.20	PART MISINFORMED-SOME REEDUCATIO D	1.	2.
MA	I	0.54	0.50	0.10	0.19	PART MISINFORMED-SOME REEDUCATIO D	1.	2.
MA	B	0.53	0.50	0.10	0.19	PART MISINFORMED-SOME REEDUCATIO D	1.	2.
MA	A	0.45	0.35	0.07	0.16	PART MISINFORMED-SOME REEDUCATIO D	1.	2.

SECONDARY

IRT COGNITIVE MAP

PERCENT OF TEST ITEMS AT EACH INFORMATION STATE (I-P-U-M)

PERCENT INFORMED	I	0.65
PERCENT PART INFORMED	P+M	0.05
PERCENT UNINFORMED	U	0.09
PERCENT MISINFORMED	N+R	0.22
PERCENT CORRECT	R	0.0
PERCENT INCORRECT	W	0.0

ITEM	#INF	#WINF	#PINF	#UNIF	#NMIS	#MIS	CA	ITEM DESCRIPTION /CROSS REFERENCE
1	20.00	0.0	0.0	0.0	0.0	1.00	B	STUDENT RIGHTS:CONTROLLED SUBSTA
								EC 48637,EC 48432
2	20.00	0.0	0.0	1.00	0.0	0.0	B	STUDENT RIGHTS:STUDENT SEARCH
								EC 49076
3	14.00	2.00	1.00	2.00	0.0	2.00	C	STUDENT SUSPENSION/CORPORAL PUNI
								EC 49000
4	16.00	0.0	1.00	2.00	0.0	2.00	B	GOVERNMENT RELATIONS: RELEASE OF
								EC 44805
5	8.00	0.0	3.00	3.00	1.00	6.00	B	STUDENT RIGHTS:DAILY FLAG SALUTE
								EC 52720
6	14.00	0.0	0.0	3.00	0.0	4.00	C	STUDENT SUSPENSION/CORPORAL PUN
								EC 48900-15
7	16.00	2.00	0.0	1.00	0.0	2.00	C	EMERGENCY PROCEDURES:PICKETING
								EMERGENCY PROCEDURE HANDBOOK:SIK
8	14.00	3.00	1.00	0.0	0.0	3.00	C	STUDENT RIGHTS:HOMEWORK MAKEUP
								EC 48205
9	14.00	1.00	2.00	1.00	0.0	3.00	B	STUDENT SUSPENSIONS/CORPORAL PUN
								EC 48900-15
10	19.00	0.0	0.0	0.0	0.0	2.00	C	GOVERNMENT RELATIONS:STUDENT SUP
								EC 49073
11	18.00	0.0	2.00	1.00	0.0	0.0	A	GOVERNMENT RELATIONS:ARREST OF S
								EC 44807
12	15.00	0.0	2.00	2.00	0.0	2.00	C	CONTRACT ADMINISTRATION:TEACHER
								EC 45302-07
13	16.00	1.00	1.00	2.00	0.0	1.00	B	CONTRACT ADMINISTRATION:TEACHER
								STULL ACT
14	16.00	1.00	3.00	1.00	0.0	0.0	B	CHILD ABUSE:REPORTING
								EC 49076
15	12.00	0.0	2.00	1.00	0.0	6.00	A	STUDENT WELFARE: REMOVAL OF STUD
								EC 44805
16	17.00	1.00	1.00	2.00	0.0	0.0	A	STUDENT WELFARE:STUDENT MEDICATI
								EC 35921
17	16.00	1.00	1.00	0.0	0.0	3.00	C	STUDENT RIGHTS:STUDENT RECORDS
								EC 49009
18	13.00	3.00	2.00	0.0	1.00	2.00	C	EMERGENCY PROCEDURES:AUTHORITY O
								EMERGENCY PROCEDURES HANDBOOK:SC
19	13.00	3.00	2.00	0.0	0.0	3.00	C	STUDENT RIGHTS:GRADES
								EC 49075
20	17.00	2.00	0.0	1.00	0.0	1.00	C	CONTRACT ADMINISTRATION:MENTOR T
								EC 44490-96
21	20.00	0.0	0.0	0.0	0.0	1.00	A	STUDENT EVALUATION/ASSESSMENT:NO
								KOURILSKY AND GUARANTA-EFFECTIVE
22	17.00	0.0	0.0	3.00	0.0	1.00	A	STUDENT EVALUATION AND ASSESSMEN
								KOURILSKY AND GUARANTA-EFFECTIVE
23	14.00	2.00	0.0	4.00	0.0	1.00	C	PUBLIC OPINION SURVEY:PARENT CON
								GALLOP POLL-1987
24	17.00	1.00	1.00	1.00	0.0	1.00	A	STUDENT EVALUATION/ASSESSMENT:FO
								BLOOM :HANDBOOK ON FORMATIVE AND
25	12.00	2.00	1.00	1.00	0.0	5.00	A	INSTRUCTIONAL PLANNING /STRATEGI
								BLOOM :HANDBOOK ON FORMATIVE AND
26	21.00	0.0	0.0	0.0	0.0	0.0	B	INSTRUCTIONAL PLANNING/STRATEGIE
								KOURILSKY AND GUARANTA -EFFECTIV
27	19.00	0.0	1.00	1.00	0.0	0.0	A	STUDENT EVALUATION/ASSESSMENT:IQ
								COLEMAN REPORT
28	20.00	0.0	0.0	0.0	0.0	1.00	B	INSTRUCTIONAL PLANNING/STRATEGY:
								HUNTER :MASTERY TEACHING- CHAPTE
29	20.00	0.0	1.00	0.0	0.0	0.0	C	INSTRUCTIONAL PLANNING/STRATEGY:
								KOURILSKY AND GUARANTA :EFFECTIV
30	19.00	0.0	0.0	2.00	0.0	0.0	A	INSTRUCTIONAL PLANNING/STRATEGY:
								HUNTER : MASTERY TEACHING -CHAPT

ITEM	#INF	#WINF	#PINF	#UNIF	#NMIS	#MIS	CA	ITEM DESCRIPTION /CROSS REFERENCE
1	27.00	0.0	0.0	4.00	0.0	5.00	D	STUDENT RIGHTS:CONTROLLED SUBSTA EC 48637,EC 48432
2	23.00	0.0	0.0	7.00	1.00	5.00	B	STUDENT RIGHTS:STUDENT SEARCH EC 49078
3	22.00	0.0	0.0	4.00	1.00	9.00	C	STUDENT SUSPENSION/CORPORAL PUNI EC 49000
4	27.00	0.0	1.00	2.00	0.0	6.00	B	GOVERNMENT RELATIONS: RELEASE OF EC 44805
5	10.00	0.0	1.00	4.00	2.00	19.00	D	STUDENT RIGHTS:DAILY FLAG SALUTE EC 52220
6	24.00	1.00	0.0	1.00	0.0	10.00	C	STUDENT SUSPENSION/CORPRURAL PUN EC 48900-15
7	21.00	3.00	0.0	1.00	0.0	11.00	C	EMERGENCY PROCEDURES:PICKETING EMERGENCY PROCEDURE HANDBOOK:STR
8	17.00	5.00	1.00	4.00	0.0	9.00	C	STUDENT RIGHTS:HOMEWORK MAKEUP EC 48205
9	18.00	5.00	2.00	3.00	0.0	8.00	B	STUDENT SUSPENSIONS/CORPORAL PUN EC 48900-15
10	17.00	0.0	3.00	5.00	1.00	10.00	C	GOVERNMENT RELATIONS:STUDENT SUP EC 49073
11	25.00	2.00	3.00	2.00	0.0	4.00	A	GOVERNMENT RELATIONS:ARREST OF S EC 44807
12	22.00	0.0	1.00	3.00	0.0	10.00	C	CONTRACT ADMINISTRATION:TEACHER EC 45302-07
13	27.00	0.0	2.00	2.00	1.00	4.00	B	CONTRACT ADMINISTRATION:TEACHER STILL ACT
14	21.00	2.00	3.00	3.00	0.0	7.00	B	CHILD ABUSE:REPORTING EC 49076
15	12.00	0.0	1.00	4.00	0.0	19.00	A	STUDENT WELFARE: REMOVAL OF STUD EC 44805
16	24.00	0.0	1.00	2.00	0.0	9.00	A	STUDENT WELFARE:STUDENT MEDICATI EC 35921
17	25.00	0.0	0.0	4.00	1.00	6.00	C	STUDENT RIGHTS:STUDENT RECORDS EC 49009
18	21.00	2.00	1.00	4.00	0.0	8.00	C	EMERGENCY PROCEDURES:AUTHORITY O EMERGENCY PROCEDURES HANDBOOK:SC
19	19.00	0.0	2.00	4.00	0.0	11.00	C	STUDENT RIGHTS:GRADES EC 49075
20	21.00	0.0	4.00	2.00	0.0	9.00	C	CONTRACT ADMINISTRATION:MENTOR T EC 44490-96
21	25.00	1.00	0.0	2.00	0.0	8.00	A	STUDENT EVALUATION/ASSESSMENT:NO KOURILSKY AND QUARANTA-EFFECTIVE
22	26.00	0.0	0.0	6.00	0.0	4.00	A	STUDENT EVALUATION AND ASSESSMEN KOURILSKY AND QUARANTA-EFFECTIVE
23	24.00	0.0	0.0	4.00	0.0	8.00	C	PUBLIC OPINION SURVEY:PARENT CON GALLOP POLL-1987
24	26.00	0.0	1.00	6.00	0.0	3.00	A	STUDENT EVALUATION/ASSESSMENT:FO
25	33.00	0.0	0.0	2.00	0.0	1.00	A	BLOOM :HANDBOOK ON FORMATIVE AND INSTRUCTIONAL PLANNING /STRATEGI
26	25.00	0.0	0.0	1.00	0.0	10.00	D	BLOOM :HANDBOOK ON FORMATIVE AND INSTRUCTIONAL PLANNING/STRATEGIE
27	27.00	1.00	0.0	4.00	0.0	4.00	A	KOURILSKY AND QUARANTA -EFFECTIV STUDENT EVALUATION/ASSESSMENT:IN COLEMAN REPORT
28	27.00	0.0	0.0	4.00	0.0	5.00	B	INSTRUCTIONAL PLANNING/STRATEGY:
29	30.00	0.0	1.00	1.00	0.0	4.00	C	HUNTER :MASTERY TEACHING- CHAPTE INSTRUCTIONAL PLANNING/STRATEGY:
30	32.00	0.0	3.00	0.0	0.0	1.00	A	KOURILSKY AND QUARANTA :EFFECTIV INSTRUCTIONAL PLANNING/STRATEGY: HUNTER : MASTERY TEACHING -CHAPT

SECONDARY

REPORT #4 IRT INFORMATION PROFILE

MISINFORMED EXAMINATION ITEMS FOR YOUR EXAMINEES
YOUR EXAMINEES HAVE WRONG INFORMATION IN THESE
CONCEPT AREAS-MISINFORMED

HAVE WORKSHOP COORDINATOR DEVELOP INSTRUCTIONAL MATERIALS
DEMONSTRATE MISCONCEPTIONS-FOLLOW THIS WITH ACCURATE
INFORMATION

ITEM	NUMBER	PERCENT	CONCEPT DESCRIPTION/CROSS REFERENCE
5	7.00	0.33	STUDENT RIGHTS:DAILY FLAG SALUTE EC 52720
15	6.00	0.29	STUDENT WELFARE: REMOVAL OF STUDENT EC 44805
25	5.00	0.24	INSTRUCTIONAL PLANNING /STRATEGIES:USE OF ASSESSMENT DATA BLOOM :HANDBOOK ON FORMATIVE AND SUMMATIVE EVALUATION CH 6

UNINFORMED TEST ITEMS ON THE EXAMINATION
EXAMINEES GENERALLY LACK INFORMATION IN THESE
CONCEPT AREAS

BASIC INSTRUCTION NEEDED

HAVE WORKSHOP COORDINATOR PREPARE INSTRUCTIONAL MATERIALS
TO TEACH THESE BASIC CONCEPTS

ITEM	NUMBER	PERCENT	CONCEPT DESCRIPTION/CROSS RFERENCE

PART INFORMED CONCEPT AREAS
YOUR EXAMINEES HAVE INCOMPLETE OR UNSTABLE
INFORMATION IN THESE CONCEPT AREAS

THOROUGH REVIEW NEEDED IN THESE AREAS

HAVE YOUR WORKSHOP COORDINATOR PREPARE A REVIEW

ITEM	NUMBER	PERCENT	CONCEPT DESCRIPTION CROSS RFERENCE
18	5.00	0.24	EMERGENCY PROCEDURES:AUTHORITY OF SUPERINTENDENT EMERGENCY PROCEDURES HANDBOOK:SCHOOL CLOSURE
19	5.00	0.24	STUDENT RIGHTS:GRADES EC 49075

INFORMED CONCEPT AREAS

EXAMINEES GENERALLY HAVE REPLICABLE (ACCURATE AND
CONFIDENT) INFORMATION IN THESE CONCEPT AREAS

WORKSHOP COORDINATORS SKIP OVER THESE CONCEPTS OR ADDRESS
VERY LIGHTLY

ITEM	NUMBER	PERCENT	CONCEPT DESCRIPTION CROSS RFERENCE
26	21.00	1.00	INSTRUCTIONAL PLANNING/STRATEGIES:COOPERATIVE LEARNING KOURILSKY AND QUARANTA -EFFECTIVE TEACHING CHAPTER 6
1	20.00	0.95	STUDENT RIGHTS:CONTROLLED SUBSTANCES EC 48637,EC 48432
21	20.00	0.95	STUDENT EVALUATION/ASSESSMENT:NORM REFERENCED TESTS KOURILSKY AND QUARANTA-EFFECTIVE TEACHING CHAPTER3
2	20.00	0.95	STUDENT RIGHTS:STUDENT SEARCH EC 49070
28	20.00	0.95	INSTRUCTIONAL PLANNING/STRATEGY:INSTRUCTIONAL GOALS HUNTER :MASTERY TEACHING- CHAPTER 1
29	20.00	0.95	INSTRUCTIONAL PLANNING/STRATEGY:DOMAINS KOURILSKY AND QUARANTA :EFFECTIVE TEACHING CHAPTER 1
10	19.00	0.90	GOVERNMENT RELATIONS:STUDENT SUPOENA EC 49073
27	19.00	0.90	STUDENT EVALUATION/ASSESSMENT:IQ COLEMAN REPORT
30	19.00	0.90	INSTRUCTIONAL PLANNING/STRATEGY:APPROPRIATE PRACTICES HUNTER : MASTERY TEACHING -CHAPTER 11
11	18.00	0.86	GOVERNMENT RELATIONS:ARREST OF STUDENTS EC 44807
16	17.00	0.81	STUDENT WELFARE:STUDENT MEDICATION EC 35921

MISINFORMED EXAMINATION ITEMS FOR YOUR EXAMINEES
YOUR EXAMINEES HAVE WRONG INFORMATION IN THESE
CONCEPT AREAS-MISINFORMED

HAVE WORKSHOP COORDINATOR DEVELOP INSTRUCTIONAL MATERIALS
DEMONSTRATE MISCONCEPTIONS-FOLLOW THIS WITH ACCURATE
INFORMATION

ITEM	NUMBER	PERCENT	CONCEPT DESCRIPTION/CROSS REFERENCE
5	21.00	0.58	STUDENT RIGHTS:DAILY FLAG SALUTE EC 52720
15	19.00	0.53	STUDENT WELFARE: REMOVAL OF STUDENT EC 44805
10	11.00	0.31	GOVERNMENT RELATIONS:STUDENT SUPOENA EC 49073
7	11.00	0.31	EMERGENCY PROCEDURES:PICKETING EMERGENCY PROCEDURE HANDBOOK:STRIKES
19	11.00	0.31	STUDENT RIGHTS:GRADES EC 49075
12	10.00	0.28	CONTRACT ADMINISTRATION:TEACHER SUSPENSION EC 45302-07
3	10.00	0.28	STUDENT SUSPENSION/CORPORAL PUNISHMENT:ABOLITION EC 49000
6	10.00	0.28	STUDENT SUSPENSION/CORPORAL PUNISHMENT:CLASS SUSPENSION EC 48900-15
24	10.00	0.28	INSTRUCTIONAL PLANNING/STRATEGIES:COOPERATIVE LEARNING KOURILSKY AND QUARANTA -EFFECTIVE TEACHING CHAPTER 6
8	9.00	0.25	STUDENT RIGHTS:HOMEWORK MAKEUP EC 48205
20	9.00	0.25	CONTRACT ADMINISTRATION:MENTOR TEACHER PROGRAM EC 44490-96
16	9.00	0.25	STUDENT WELFARE:STUDENT MEDICATION EC 35921
18	8.00	0.22	EMERGENCY PROCEDURES:AUTHORITY OF SUPERINTENDENT EMERGENCY PROCEDURES HANDBOOK:SCHOOL CLOSURE
21	8.00	0.22	STUDENT EVALUATION/ASSESSMENT:NORM REFERENCED TESTS KOURILSKY AND QUARANTA-EFFECTIVE TEACHING CHAPTER3
23	8.00	0.22	PUBLIC OPINION SURVEY:PARENT CONCERNS GALLOP POLL-1987
9	8.00	0.22	STUDENT SUSPENSIONS/CORPORAL PUNISHMENT:SUSPENSION-SPECIAL ED EC 48900-15

UNINFORMED TEST ITEMS ON THE EXAMINATION
EXAMINEES GENERALLY LACK INFORMATION IN THESE
CONCEPT AREAS

BASIC INSTRUCTION NEEDED

HAVE WORKSHOP COORDINATOR PREPARE INSTRUCTIONAL MATERIALS
TO TEACH THESE BASIC CONCEPTS

ITEM	NUMBER	PERCENT	CONCEPT DESCRIPTION/CROSS REFERENCE

PART INFORMED CONCEPT AREAS
YOUR EXAMINEES HAVE INCOMPLETE OR UNSTABLE
INFORMATION IN THESE CONCEPT AREAS

THOROUGH REVIEW NEEDED IN THESE AREAS

HAVE YOUR WORKSHOP COORDINATOR PREPARE A REVIEW

ITEM	NUMBER	PERCENT	CONCEPT DESCRIPTION CROSS REFERENCE

INFORMED CONCEPT AREAS

EXAMINEES GENERALLY HAVE REPLICABLE (ACCURATE AND
CONSISTENT) INFORMATION IN THESE CONCEPT AREAS

SECONDARY

EP C
EP K

UNINFORMED STUDENTS ON THIS CONCEPT
EP E
EP M

TEST ITEM 13 CONTRACT ADMINISTRATION:TEACHER EVALUATION
STULL ACT

MISINFORMED STUDENTS ON THIS CONCEPT
EP K

UNINFORMED STUDENTS ON THIS CONCEPT
EP C
EP R

TEST ITEM 14 CHILD ABUSE:REPORTING
EC 49076

MISINFORMED STUDENTS ON THIS CONCEPT

UNINFORMED STUDENTS ON THIS CONCEPT
EP A

TEST ITEM 15 STUDENT WELFARE: REMOVAL OF STUDENT
EC 44805

MISINFORMED STUDENTS ON THIS CONCEPT
EP C
EP E
EP E
EP K
EP L
EP O

UNINFORMED STUDENTS ON THIS CONCEPT
EP A

TEST ITEM 16 STUDENT WELFARE:STUDENT MEDICATION
EC 35921

MISINFORMED STUDENTS ON THIS CONCEPT

UNINFORMED STUDENTS ON THIS CONCEPT
EP O
EP P

TEST ITEM 17 STUDENT RIGHTS:STUDENT RECORDS
EC 49009

MISINFORMED STUDENTS ON THIS CONCEPT
EP F

APPENDIX E

SUMMATIVE EVALUATION OF EXAMINEES FOR THIS SKILL AREA
POST POLICY INFORMATION PROFILE FOR ADMI

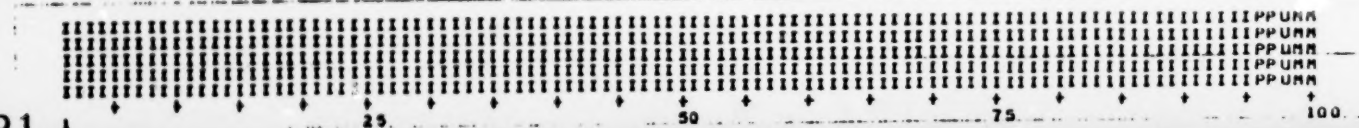
(SORTED BY MCW-APM SCORE)

	IRT ANALYSIS %MCW	%INF	%UNIF	%CONFID	ASSESSMENT FOR CLASS(IRT INF STATES)	EC	SC
EP T	1.00	1.00	0.0	1.00	FULLY INFORMED-ADVANCE TO NEXT L A+	2.	1.
EP S	1.00	1.00	0.0	1.00	FULLY INFORMED-ADVANCE TO NEXT L A+	2.	1.
EP U	1.00	1.00	0.0	1.00	FULLY INFORMED-ADVANCE TO NEXT L A+	2.	1.
EP Q	1.00	1.00	0.0	1.00	FULLY INFORMED-ADVANCE TO NEXT L A+	2.	1.
EP H	1.00	1.00	0.0	1.00	FULLY INFORMED-ADVANCE TO NEXT L A+	2.	1.
EP F	1.00	1.00	0.0	1.00	FULLY INFORMED-ADVANCE TO NEXT L A+	2.	1.
EP D	1.00	1.00	0.0	1.00	FULLY INFORMED-ADVANCE TO NEXT L A+	2.	1.
EP C	1.00	1.00	0.0	1.00	FULLY INFORMED-ADVANCE TO NEXT L A+	2.	1.
EP A	1.00	1.00	0.0	1.00	FULLY INFORMED-ADVANCE TO NEXT L A+	2.	1.
EP N	1.00	1.00	0.0	0.99	FULLY INFORMED-ADVANCE TO NEXT L A	2.	1.
EP M	0.99	1.00	0.0	0.98	FULLY INFORMED-ADVANCE TO NEXT L A	2.	1.
EP K	0.99	1.00	0.0	0.96	FULLY INFORMED-ADVANCE TO NEXT L A	2.	1.
EP G	0.98	1.00	0.0	0.96	FULLY INFORMED-ADVANCE TO NEXT L A	2.	1.
EP L	0.97	0.97	0.0	0.90	FULLY INFORMED-ADVANCE TO NEXT L A	2.	1.
EP P	0.97	0.97	0.0	0.90	FULLY INFORMED-ADVANCE TO NEXT L A	2.	1.
EP R	0.97	0.97	0.0	0.90	FULLY INFORMED-ADVANCE TO NEXT L A	2.	1.
EP I	0.97	0.97	0.0	0.90	FULLY INFORMED-ADVANCE TO NEXT L A	2.	1.
EP O	0.97	0.97	0.0	0.90	FULLY INFORMED-ADVANCE TO NEXT L A	2.	1.
EP B	0.96	0.97	0.0	0.89	FULLY INFORMED-ADVANCE TO NEXT L A	2.	1.
EP J	0.93	0.93	0.0	0.79	FULLY INFORMED-ADVANCE TO NEXT L A	2.	1.
EP E	0.93	0.93	0.0	0.79	FULLY INFORMED-ADVANCE TO NEXT L A	2.	1.

IRT COGNITIVE MAP

PERCENT OF TEST ITEMS AT EACH INFORMATION STATE (I-P-U-M)

PERCENT INFORMED	I	0.97
PERCENT PART INFORMED	P+M	0.02
PERCENT UNINFORMED	U	0.0
PERCENT MISINFORMED	M+M	0.02
PERCENT CORRECT	R	0.0
PERCENT INCORRECT	M	0.0



APPENDIX F
ELEMENTARY

SUMMATIVE EVALUATION OF EXAMINEES FOR THIS SKILL AREA
POST POLICY INFORMATION PROFILE FOR ADMI

(SORTED BY RC4-APM SCORE)

	IRT ANALYSIS %MCW	%INF	%UNIF	%CONFID	ASSESSMENT FOR CLASS(1HT INF STATES)	LC	AC
MP B	1.00	1.00	0.0	1.00	FULLY INFORMED-ADVANCE TO NEXT L A+	2.	2.
MD E	1.00	1.00	0.0	1.00	FULLY INFORMED-ADVANCE TO NEXT L A+	2.	2.
MP F	1.00	1.00	0.0	0.99	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MP A	1.00	1.00	0.0	0.99	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MA B	1.00	1.00	0.0	0.99	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MA H	1.00	1.00	0.0	0.99	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MA G	1.00	1.00	0.0	0.99	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MA D	1.00	1.00	0.0	0.99	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MP C	1.00	1.00	0.0	0.99	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MA I	0.99	1.00	0.0	0.99	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MD C	0.99	1.00	0.0	0.99	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MA C	0.99	1.00	0.0	0.98	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MD D	0.99	1.00	0.0	0.98	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MD F	0.99	1.00	0.0	0.97	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MD H	0.97	0.97	0.0	0.90	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MD G	0.97	0.97	0.0	0.90	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MP C	0.97	0.97	0.0	0.90	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MD D	0.97	0.97	0.0	0.90	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MA E	0.97	0.97	0.0	0.90	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MA B	0.97	0.97	0.0	0.90	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MA A	0.97	0.97	0.0	0.90	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MA F	0.96	0.97	0.0	0.89	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MA C	0.96	0.97	0.0	0.89	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MC A	0.96	0.97	0.0	0.89	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MD B	0.96	0.97	0.0	0.89	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MA A	0.96	0.97	0.0	0.89	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MD E	0.96	0.97	0.0	0.89	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MD F	0.96	0.97	0.0	0.89	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MD C	0.96	0.97	0.0	0.89	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MP E	0.96	0.96	0.0	0.88	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MP D	0.96	1.00	0.0	0.88	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MP B	0.96	0.96	0.0	0.88	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MD G	0.96	0.96	0.0	0.88	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.
MD A	0.93	0.93	0.0	0.76	FULLY INFORMED-ADVANCE TO NEXT L A	2.	2.

APPENDIX F
SECONDARY

IRT COGNITIVE MAP

PERCENT OF TEST ITEMS AT EACH INFORMATION STATE (I-P-U-M)

PERCENT INFORMED	I	0.94
PERCENT PART INFORMED	P+M	0.04
PERCENT UNINFORMED	U	0.00
PERCENT MISINFORMED	N+M	0.02
PERCENT CORRECT	R	0.0
PERCENT INCORRECT	W	0.0